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AUTHOR Eberwein, Lowell; And Others
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ABSTRACT

The first section of this annotated bibliography is a selected review of research on the effects of volunteer tutoring programs. Reviews of 34 studies note the number, level, and type of students; type of tutors; area of U.S.; length, frequency, and duration of tutoring sessions; and achievement and other results of the tutoring programs. Reference is made to a review of the research and literature concerning student involvement in tutoring programs. The second section reviews eight articles and books on training programs for tutors. This bibliography was developed for schools that are interested in developing tutoring programs. It also contains pertinent information for community organizations involved in organizing and administering volunteer tutoring programs. (MKM)

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ANNOTATED BIBLIOGRAPHY

ON

VOLUNTEER TUTORING PROGRAMS

by
Lowell Eberwein
Lois Hirst
Susan Magedanz

University of Kentucky
Lexington, Kentucky
February, 1976

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An Annotated Bibliography on Volunteer Tutoring Programs

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This annotated bibliography is divided into two parts. The first part is a selected Review of Research on the effects of volunteer tutoring programs. The Review of Research concludes with McClellan's article that also reviews the literature and research on tutoring. The second part of the bibliography focuses on Training Programs for Tutors. It should be noted that this is a selected bibliography. Articles that did not state results or were redundant with the included articles were omitted.

Review of Research

Bradshaw, Charles I. "Remedial Reading Instruction by Student Tutors in Inner-City Schools," San Diego, California, April 1971, 15 pp. ED 052-280.

Thirty-two first, second, and third grade students; Salt Lake City, Utah; tutoring by fourth, fifth, and sixth level students; criterion tests showed 75% of the subjects in one of the two schools used for the study achieved their criterion and were therefore judged as achieving significant remediation through tutoring. Tutoring sessions were held daily for 15 minutes over an eight-week period.

Bremmer, Barbara L. "Students Helping Students Program 1971-1972 Final Report," Seattle Public Schools, Washington Planning and Evaluation Department, August 1972, 46 pp. ED 074-473.

Eighty first through fourth grade subjects; Seattle, Washington; tutoring by 40 seventh and eighth grade students; almost half of the tutees showed greater academic progress with tutors than without. Sixty per cent of the tutors improved their attendance record during the study. There was no significant change in attitude of either the tutors or the tutees.

Brezeinski, Joseph E. "Beginning Reading in Denver," Reading Teacher, Vol. 18 (October 1964), pp. 16-21.

Four hundred fifty preschool subjects; Denver, Colorado; tutoring was done by parents; statistically significant gains in achievement were made by those experimental students who had practiced reading preskills with their parents for 30 or more minutes per week.

Three types of parental involvement groups were used: 1) Control group - these parents received no reading instruction; 2) Experimental I - these parents were instructed in reading techniques via a series of 16 weekly television programs; and 3) Experimental II - these parents received the same instruction as Experimental Group I parents but in small group meetings with a certified teacher. Tutoring sessions were 15-30 minutes daily for children whose parents were in the experimental groups.

Clegg, Blanche Edwards. "The Effectiveness of Learning Games Used by Economically Disadvantaged Parents to Increase the Reading Achievement of Their Children," Unpublished Doctoral Dissertation, University of Washington, Seattle, 1971. 99 pp.

Thirty inner-city grade pupils (predominately Black); Washington; tutoring by parents; experimental pupils were shown to have significantly higher scores in vocabulary and composite reading than controls. There were no significant differences in socres on comprehension. Parents tutored children by playing one or more games daily with them which required a planned dialogue between parent and child imitating Standard English.

Cloward, Robert D. "Studies in Tutoring," Journal of Experimental Education, Vol. 36 (Fall 1967), pp. 14-25.

Five hundred fifteen fourth and fifth grade students; New York City; tutoring by paid high school students; pupils who attended tutoring sessions each week did not make significant gains in reading. Pupils who attended two sessions each week achieved gains which were significant at the .05 level when raw scores of experimental and control groups were submitted to analysis of covariance. Cloward concluded that tutors did not need 12 years of formal education or extensive training in reading to be successful tutors.

Cramer, Ward. "My Mom Can Teach Reading Too!" Elementary School Journal, Vol. 72, No. 2 (November 1971), pp. 72-75.

Sixty first grade pupils; Dayton, Ohio; tutoring by paid parental aides (predominately mothers); experimental pupils scored significantly higher than controls in word knowledge (significant beyond the .05 level) and reading comprehension (significant beyond the .001 level). No significant difference was noted on tests of word discrimination. Parents used a programmed tutoring approach developed by the Psychology Department, Indiana University. Students received daily 15 minute tutoring sessions for one year.

Deering, Albert R. "Homework Helper Program, Fact Sheet," U.S. Department of Health, Education, and Welfare, Educational Resources Information Center, Research in Education, Washington, D.C.: Government Printing Office, 1968, ED 020-279.

Five hundred fifteen fourth and fifth grade students; New York City; tutoring by paid high school students. Even though 22% of the tutors for this program were reading below the eighth grade level, elementary pupils who attended two sessions each week to work with the tutors achieved significant gains in reading.

East Charles Mix Independent School District 102. "Lay Tutor Reading Improvement Program," Wagner, South Dakota, July 10, 1971, 69 pp. ED 055-732.

One hundred sixty-seven elementary children; Wagner, South Dakota; tutoring by 21 lay tutors; although significant gains were not evident for all students in all of the areas of tutoring, there were enough positive indicators to encourage the continuation of the program. Tutoring sessions were conducted for one year.

Ellson, Douglas G.; Harris, Phillip; and Barber, Larry. "A Field Test of Programmed and Directed Tutoring," Reading Research Quarterly, Vol. 3 (Spring 1968), 307-67.

Four hundred eighty first grade pupils; Indianapolis, Indiana; tutoring by non-professional adults; an analysis of covariance comparisons of experimental and control raw scores showed students who had received two 15 minute sessions of programmed tutoring each day achieved significant gains in reading on their basal reader tests. A standardized test did not show significant differences. Directed tutoring using a variety of materials did not yield significant results. Half of the experimental group was given one or two sessions of programmed tutoring daily. The other half, one or two sessions of directed tutoring daily. The students were tutored for one year.

Ellson, Douglas G.; Harris, Phillip; and Barber, Larry. "Project Evaluation Report: Programmed Tutoring of Beginning Reading," New Albany School System, New Albany, Indiana, 1969-70. 26 pp.

Two hundred eighty underachieving first grade pupils; New Albany, Indiana; tutoring by paid high school students; Harper and Row Pre Primer and Primer Tests revealed scores significant at the .05 level for experimental pupils. Experimental pupils received one 15 minute session of programmed tutoring with the Harper and Row Tutorial Kits each day for one year.

Flint Public Schools. "School and Home: Focus on Achievement," Flint, Michigan, April 1963, ED 002 395.

One thousand students from kindergarten through sixth grade (predominately black); parents were used as tutors; at the end of five months, the combined overall mean gain on vocabulary and comprehension was 5.3 months for the experimental group and 2.8 months for the control group.

Gaulke, Mary F. "Laubach Trained Volunteer Tutor Pilot Project 1971," Medford, Oregon, 1972, 18 pp. ED 097-632.

Twenty-three fifth and sixth grade boys; Medford, Oregon; tutoring by volunteer adults; 100% of the students in the experimental group showed gains in comprehension or vocabulary while 89% in the control group showed gains. Teachers also reported apparent gains in self-concept, interest in classroom work and willingness to try new tasks rather than shun tasks due to fear of failure.

Gentile, Lance M. "Effect of Tutor Sex on Learning to Read," Reading Teacher, Vol. 28, No. 8 (May 1975), pp. 726-30.

Sixty Mexican-American boys in grades 2, 3, and 4; Casa Grande, Arizona; tutoring by male and female adults unskilled as para-professionals; second grade students made the most significant gains when tutored by females. With third and fourth grade students, men tutors were either more effective or no difference existed between tutor sexes. Tutors received 20 hours of training and worked with each student twice a week in one hour sessions for a period of eight weeks.

Harrison, Grant Von; and others. "The Use of a Structured Tutorial Reading Program in Teaching Non-reading 2nd Graders in Title I Schools to Read," Chicago, Illinois, April 1972, 12 pp. ED 065-841

One hundred seventy-two second grade non-readers; Utah; tutoring by fourth, fifth, and sixth grade students of various reading abilities; criterion tests administered after the study showed that the experimental group scored significantly higher than the control group in the reading skills taught. Tutor sessions were held 15-minutes per day, four days per week for five months.

Hirst, Lois Trimble. "An Investigation of the Effects of Daily, Thirty-Minute Home Practice Sessions Upon Reading Achievement with Second Year

Elementary Pupils," Unpublished Doctoral Dissertation, University of Kentucky, Lexington, 1972. 125 pp.

Ninety-six second grade students (Caucasian); Kentucky; parents served as tutors; vocabulary, comprehension, and work study skills scores did not differ significantly (at the .05 level) for the experimental or control group at the end of the experiment or after three months of summer vacation. Experimental pupils received five 30-minute periods of tutoring each week for 16 weeks. The classroom basal texts were used for tutoring.

Hoskisson, Kenneth; Sherman, Thomas M.; and Smith, Linda L. "Assisted Reading and Parent Involvement," Reading Teacher, Vol. 27, No. 7 (April 1974), pp. 710-14.

Two students; Virginia; tutoring by students' mothers; both children made definite gains in reading ability. The parent supplied the words the child did not know or had trouble recognizing as he read orally. Three to five 15-20 minute tutoring sessions per week were given for a period of four months.

Kelly, M. Ray. "Pupil Tutoring in Reading of Low-Achieving Second-Grade Pupils by Low-Achieving Fourth-Grade Pupils," Unpublished Doctoral Dissertation, University of Kentucky, Lexington, 1971. 123 pp.

Two hundred sixteen second grade students; Kentucky; tutoring by 60 fourth grade students; no significant differences in reading comprehension gains of experimental and control groups of pupils. However, total fourth grade experimental group and fourth grade boys sub-group achieved reading comprehension gains significant at the .05 level. Tutoring sessions were held for 20 minutes daily in the fourth grade classrooms during the regular reading lesson for approximately six months.

Liette, Eileen E. "Tutoring: Its Effects on Reading Achievement, Standard-Setting, and Affect-Mediating Self-Evaluation for Black Male Underachievers in Reading," Unpublished Doctoral Dissertation, Case Western Reserve University, Cleveland, Ohio, 1971. 142 pp.

Eighty-two black male underachieving third graders; Ohio; tutoring by 41 fourth, fifth, and sixth grade pupils (same characteristics as tutees); experimental group made reading comprehension scores significant at the .05 level over the control group scores. Tutoring sessions were held for 30 minutes three times each week for 12 weeks. No workbooks or textbooks were used in tutoring.

Lopp, Frederick S. "Evaluation of the Youth Teaching Youth Program, Summer 1972. Research and Development Report, Vol. 6, #10," Atlanta Public Schools, Atlanta, Georgia, 1972, 36 pp. ED 075-560.

Pupils from ten elementary schools; Atlanta, Georgia; tutoring by underachieving middle and secondary school pupils; few positive data changes were noted among the participants. Pupils received only six weeks of tutoring. It was decided to lengthen the project to see if more positive results could be obtained.

McLaren, Frederick W. "The Effect of a Parent Information Program Upon Reading Achievement in First Grade," Unpublished Doctoral Dissertation, University of Oklahoma, Norman, 1965, 80 pp.

Seventy-two first grade students; Oklahoma; parents of experimental students were instructed in the processes of learning to read; Gates Primary Reading Tests, administered at the end of first grade, showed significant gains at the .05 level on sentence reading ability, paragraphy reading ability, and total reading achievement for experimental students over the control students.

Paoni, Frank J. "Reciprocal Effects of Sixth Graders Tutoring Third Graders in Reading," Doctoral Dissertation Abstract, Oregon State University, Corvallis, 1971.

One hundred twenty third grade pupils; Oregon; tutoring by 60 sixth graders; experimental pupils made significant gains at the .05 level over the controls in reading comprehension and in attitude toward reading. There were no significant differences in vocabulary scores. Sixth grade tutors had attitude gains significant at the .05 level over the controls. Tutoring sessions were held for 30 minutes per day, three days each week, for a period of four months.

National Commission on Resources for Youth, Inc. Supervisor's Manual: Youth Tutoring Youth, Manpower Administration, Washington, D.C. 1968, 77 pp. ED 034-247.

Complete supervisor's manual for Youth Tutoring Youth Program is given. This is an after school (or summer) tutorial program in which 14-15 old In-School Neighborhood Youth Corps enrollees earn money by tutoring elementary school pupils in reading, writing, and other skills of expression.

Plumb, Geraldine H. and Wilkinson, John C. "An Empirical Investigation of

the Use of Paraprofessionals and Student Tutors in Remediating Grade Students," Chicago, Illinois, April 1974, 28 pp. ED 090-524.

One hundred eight second and third grade students; Boise, Idaho; tutoring by fifth and sixth grade students; the tutored group outperformed their controls in acquiring basic reading skills. Only one of the 54 students tutored failed to make a significant improvement in reading skills during the six weeks the tutoring program was in operation.

"Re: Executive Tutoring," Reading Newsreport, Vol. 5, No. 6 (April 1971), pp. 10-14.

One hundred sixty inner-city elementary pupils; New York City, New York; tutoring done by executives from six major corporations; directors, teachers, and tutors felt that positive results were being made but at the time of this publication, a qualitative assessment had not been made.

Rist, Ray C. "Black Studies and Paraprofessionals - A Prescription for Ailing Programs in Urban Black Schools," Journal of Reading, (May 1971), pp. 525-30.

One hundred twenty-seven urban black seventh grade students; tutoring by black freshmen and sophomore university students paid an hourly wage; in nine months, control students gained an averge of .6 years in reading ability while experimental students gained 3.4 years. Tutors worked with subjects for an entire academic year using paperbacks, Black history materials, and newspapers.

Robertson, Douglas J. and Sharp, Vicki Friedman. "The Effect of Fifth Grade Student Tutors on the Sight Word Vocabulary Attainment of First Graders," Reading Teacher, Vol. 25, No. 2 (November 1971) pp. 203-4.

Sixty-six first grade students; Tarzana, California; tutoring by 33 fifth grade students identified as low achieving readers; experimental pupils who received normal instruction plus individual tutoring made significant gains in sight word vocabulary and out performed the control subjects who received only the normal instruction.

Rogers, Mary A. "A Study of an Experimental Tutorial Reading Program in Which Sixth-Grade Underachievers Tutored Third-Grade Children Who Were Experiencing Difficulty in Reading," Unpublished Doctoral Dissertation, University of Alabama, Tuscaloosa, Alabama, 1969, 158 pp.

Forty third grade and 30 sixth grade pupils (Caucasian middle-class underachievers); Alabama; volunteer tutoring by sixth level students for 40 minutes each day for eight weeks; as measured by the California Reading Tests, the experimental group of third graders made scores which were significantly higher at the .01 level. All of the tutors were given one 50-minute period each day for three weeks of intensive instruction in the basic reading skills. Tutors of the experimental group received an additional week (five 50-minute sessions) of training in how to tutor, play various reading games, ways to motivate, tutor-pupil relationship, patience, and positive reinforcement.

Rosenquist, Arthur Richard. "School and Home Cooperation and the Reading Achievement of First Grade Pupils," Unpublished Doctoral Dissertation, University of California, Berkeley, 1972, (D.A.I. p. 6749-50A).

Ninety first grade students from small urban residential district with a high socio-economic level; California; parents and older siblings were used as tutors; experimental students made gains of 3-4 school months in reading scores over the control students. Games, puzzles, and library books were used to tutor - no reading books or workbooks were used.

Ryan, Elizabeth E. "Comparative Study of the Reading Achievement of Second Grade Pupils in Programs Characterized by a Contrasting Degree of Parent Participation," Unpublished Doctoral Dissertation, Indiana University, Bloomington, 1964. 140 pp.

Two hundred thirty-two second grade students; Indiana; tutoring was done by parents; experimental pupils who received parental tutoring showed scores on the Word Meaning Test of the Standford Achievement Test which were significantly higher than control group scores at the .01 level. There was no significant difference between the groups on the Paragraph Meaning Test.

Shaver, James P. and Nuhn, Dee. "The Effectiveness of Tutoring Underachievers in Reading and Writing," The Journal of Educational Research, Vol. 65, No. 3 (November 1971), pp. 107-12.

One hundred ninety-four fourth, seventh and tenth grade underachieving pupils; Logan, Utah; tutoring was by paid local women; experimental pupils showed greater gains in reading and writing than control pupils. (Gains were greatest for the seventh and tenth grade level). Two years later, the mean gains were sustained at the seventh and tenth grade levels, but not at the fourth grade level. Experimental students were tutored one hour per day for one academic year.

Snapp, Mathew. "A Study of the Effect of Tutoring by Fifth and Sixth Graders on the Reading Achievement Scores of First, Second, and Third Graders," Unpublished Doctoral Dissertation, University of Texas, Austin, Texas, 1970. 75 pp.

Forty first, second, and third grade tutees and their controls (predominately black or Mexican-American disadvantaged underachievers); Texas; tutors were fifth and sixth grade students; experimental pupils made significant gains at the .05 level on the Reading Subtest of the Metropolitan Achievement Test. On the criterion referenced Word Recognition Test, gains were significant at the .01 level. The experimental pupils were tutored for 20 minutes four times each week for eight weeks. The investigator concluded that fifth and sixth grade pupils could successfully tutor younger children in reading when given proper instruction and supervision.

Texley, Lloyd C. and Dvorak, Ronald S. "Omaha Public Schools Multiple Activities Program: An Evaluation, ESEA Title I," Omaha, Nebraska, August 31, 1973, 81 pp. ED 084-334.

One thousand four hundred sixty first, second, and third grade students; Omaha, Nebraska; tutoring by 31 paraprofessionals trained as reading aides; criterion tests showed that most of the pupils experienced improvement in specific reading skills due to this tutoring experience. Project READ materials were used for tutoring sessions.

McClellan, Billie Frances. "Student Involvement in the Instructional Process Through Tutoring," Tallahassee, Florida, June 1971, 40 pp. ED 055-046.

This is a review of the literature and research on student tutoring which is concerned with four basic questions: 1) Are there patterns of cross-age, cross-culture, or cross-ability which increase or decrease tutoring effectiveness? 2) Does a highly structured, controlled program mean better results than informal tutoring? 3) Is the level of learning actually raised for both tutor and tutee? and 4) Are there types of subject areas which more readily lend themselves to the tutorial process? Included are the following appendixes: 1) specifications for individualizing instruction; 2) the essential elements of the structured tutoring model; 3) principal reasons why many less achieving students do not succeed in school; 4) principal reasons why the unique learning characteristics of less achieving students cannot be dealt with successfully in the regular classroom; and 5) basic components of a tutorial system.

Training Programs for Tutors

Carter, Barbara and Dapper, Gloria. Organizing School Volunteer Programs. New York: Citation Press, 1974.

General book which advocates using a wide variety of volunteers (parents, businessmen, students, and community people). It is concerned with recruiting volunteers, organizing volunteer programs, training volunteers, and evaluating their work.

Chambers, Jewell C. ABC's: A Handbook for Educational Volunteers. Washington, D.C.: Washington Technical Institute, December 1972, 55 pp. ED 085-338.

General handbook which presents practical information on the organization and execution of volunteer programs. The processes of interviewing, selecting, orienting, training, and assigning volunteers are explained with various techniques and schedules.

DeRosier, Cynthiana. "You and Your Charge. A Brief Handbook for High School Tutors Working Under the Wainae Model Cities Tutorial Program," 1971, 13 pp. ED 056-011.

Handbook for tutors which discusses the development of language in children, organization of tutor teaching time, and use of instructional materials.

Hedges, Henry G. Using Volunteers in Schools, Ontario, Department of Education, Toronto, Canada, June 1972, 168 pp. ED 085-848.

The two main sections of this report describe the general model for the Volunteer Parental Involvement Program and provide the program documentation. The model is accompanied by materials developed for its implementation in schools.

Paraprofessionals and Reading Committee of the Internation Reading Association. "Paraprofessionals and Reading," Reading Teacher, Vol. 27, No. 3 (December 1973), pp. 337 (1-8).

This is a general article which discusses the need for paraprofessionals, the criteria by which they should be selected, the types of training they should receive, the duties they might carry out, and the evaluation of paraprofessionals.

Rauch, Sidney J. Handbook for the Volunteer Tutor, Newark, Deleware: International Reading Association, 1972, 106 pp.

Handbook for reading tutors which gives a general orientation to the tutoring task. Included is information concerning tutor-student relationships, organization of the volunteer tutoring program, helpful materials for the tutor, methods of teaching word recognition and comprehension skills, basic teaching procedures, diagnosis of reading difficulties, and basic knowledge which the volunteer tutor should know about reading instruction.

Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher, New York: Teachers College Press, 1970.

General handbook for anyone serving as an aide.